

Campus Data Packet

for 2008 - 09 Plans



ERASMO SEGUIN

School Number 249

The information in this packet is based on data from the 2007-08 school year.

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°The TEA will release passing standards for the 2008 TAKS-Modified test in late summer. When they are available, an addendum to the Campus Data Packet with reports for TAKS-M will be available on MyData Portal.

°Student results for the 2008 TELPAS will be sent by the TEA in September. An addendum with these results will be posted on MyData Portal by October.

2007-08 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- More detailed information is available in ENROLLMENT and TEACHER reports.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2007-08. They are counted as new if they were not enrolled in a district campus before the last day of the 2006-07 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2006-07 and 2007-08.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- “Average daily membership” is the total number of school days students were ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled on the first day of the second six-weeks grading period and on the last day of testing.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

TAKS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- Cell shading for percentage meeting standard is based on the AEIS or AYP minimum requirement for 2009, whichever is higher for the subject test.
- READING and MATHEMATICS statistics for SSI grades (3, 5, and 8) are based on scores cumulative through the second administration.

SCE Compliance and ITBS / ITED / Logramos

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- Kindergarten ITBS reading results for all three years are for the Language Total subtest; all other grades' results reflect Reading Total performance. (The Reading Total summary is not available with use of the level 5R form administered to kindergarteners in 2008.) All Logramos reading summaries are for Reading Total. The number tested includes kindergarteners.
- Numbers tested in READING for 2006 and 2007 may not match those reported in campus data packets published in the last two years. Previous totals did not consistently include students in Kindergarten, though documentation included with the reports indicated otherwise.

STUDENT ENROLLMENT

Grade	Enrollment
PK	70
KN	138
1	125
2	118
3	118
ALL	569

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percent	Number	Percent
African American	90	15.8	22	56.4
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	478	84.0	15	38.5
White	1	0.2	1	2.6
Other	**	**	1	2.6

*Included in category "Other."

**All students are classified in one of the five racial/ethnic groups.

STUDENT GROUP ENROLLMENT

Student Group	Number	Percent
Economically disadvantaged students	557	97.9
Limited English proficient students	372	65.4
Special education students	12	2.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2006	77	9	11.7	0	0.0	0	0.0	68	88.3	0	0.0
	2007	80	10	12.5	0	0.0	0	0.0	70	87.5	0	0.0
	2008	70	9	12.9	0	0.0	0	0.0	61	87.1	0	0.0
KN	2006	121	23	19.0	0	0.0	0	0.0	97	80.2	1	0.8
	2007	117	23	19.7	0	0.0	0	0.0	94	80.3	0	0.0
	2008	138	20	14.5	0	0.0	0	0.0	118	85.5	0	0.0
1	2006	150	28	18.7	1	0.7	0	0.0	120	80.0	1	0.7
	2007	110	19	17.3	0	0.0	0	0.0	91	82.7	0	0.0
	2008	125	20	16.0	0	0.0	0	0.0	105	84.0	0	0.0
2	2006	146	27	18.5	0	0.0	1	0.7	118	80.8	0	0.0
	2007	136	23	16.9	0	0.0	0	0.0	112	82.4	1	0.7
	2008	118	22	18.6	0	0.0	0	0.0	96	81.4	0	0.0
3	2006	114	21	18.4	0	0.0	0	0.0	93	81.6	0	0.0
	2007	121	21	17.4	0	0.0	1	0.8	98	81.0	1	0.8
	2008	118	19	16.1	0	0.0	0	0.0	98	83.1	1	0.8
EC-3	2006	608	108	17.8	1	0.2	1	0.2	496	81.6	2	0.3
	2007	564	96	17.0	0	0.0	1	0.2	465	82.4	2	0.4
	2008	569	90	15.8	0	0.0	0	0.0	478	84.0	1	0.2

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to Dallas ISD)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2006	77	77	100.0	59	76.6	1	1.3	0	0.0	77	100.0	0.0
	2007	80	79	98.8	66	82.5	1	1.3	0	0.0	80	100.0	0.0
	2008	70	69	98.6	56	80.0	0	0.0	0	0.0	68	97.1	1.4
KN	2006	121	119	98.3	75	62.0	1	0.8	4	3.3	67	55.4	0.8
	2007	117	113	96.6	75	64.1	0	0.0	6	5.1	50	42.7	0.0
	2008	138	135	97.8	100	72.5	5	3.6	7	5.1	53	38.4	0.0
1	2006	150	144	96.0	88	58.7	2	1.3	8	5.3	15	10.0	14.7
	2007	110	107	97.3	66	60.0	2	1.8	7	6.4	13	11.8	7.3
	2008	125	121	96.8	79	63.2	0	0.0	5	4.0	12	9.6	8.8
2	2006	146	143	97.9	92	63.0	1	0.7	21	14.4	5	3.4	8.9
	2007	136	129	94.9	76	55.9	2	1.5	15	11.0	10	7.4	5.9
	2008	118	115	97.5	69	58.5	3	2.5	14	11.9	11	9.3	7.6
3	2006	114	110	96.5	50	43.9	2	1.8	20	17.5	4	3.5	7.0
	2007	121	120	99.2	72	59.5	5	4.1	23	19.0	11	9.1	0.8
	2008	118	117	99.2	68	57.6	4	3.4	16	13.6	5	4.2	2.5
EC-3	2006	608	593	97.5	364	59.9	7	1.2	53	8.7	168	27.6	7.2
	2007	564	548	97.2	355	62.9	10	1.8	51	9.0	164	29.1	3.0
	2008	569	557	97.9	372	65.4	12	2.1	42	7.4	149	26.2	4.2

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	Dallas ISD	Campus (N)	Campus (%)	Dallas ISD (N)	Dallas ISD (%)	Campus (N)	Campus (%)	Dallas ISD (%)	Campus	Dallas ISD	Campus	Dallas ISD
PK	2006	37.8	3,987.7	36.0	95.3	3,815.3	95.7	96	100.0	100.0	63	7,228	100.0	100.0
	2007	40.4	4,117.2	38.8	96.0	3,933.6	95.5	104	100.0	100.0	75	7,436	100.0	100.0
	2008	33.4	4,133.2	31.7	94.9	3,942.7	95.4	84	100.0	100.0	57	7,427	100.0	100.0
KN	2006	121.0	13,725.9	116.9	96.5	13,178.1	96.0	27	22.3	25.7	107	11,822	88.4	86.1
	2007	115.2	13,945.0	111.4	96.7	13,385.6	96.0	30	26.0	24.3	106	12,035	92.0	86.3
	2008	137.1	13,568.1	131.7	96.1	13,004.4	95.8	23	16.8	23.5	123	11,618	89.7	85.6
1	2006	152.1	14,145.9	147.0	96.6	13,632.7	96.4	23	15.1	24.8	132	12,164	86.8	86.0
	2007	111.4	14,353.8	108.2	97.2	13,851.4	96.5	22	19.8	23.2	101	12,437	90.7	86.6
	2008	124.6	14,626.9	120.6	96.8	14,102.7	96.4	26	20.9	21.2	108	12,704	86.7	86.9
2	2006	146.3	13,536.9	142.6	97.5	13,115.8	96.9	14	9.6	22.9	137	11,853	93.7	87.6
	2007	139.0	13,403.8	135.2	97.3	12,978.9	96.8	19	13.7	21.7	129	11,729	92.8	87.5
	2008	117.3	13,708.6	114.0	97.2	13,269.8	96.8	22	18.8	19.7	105	12,043	89.5	87.9
3	2006	116.8	12,948.9	114.0	97.6	12,577.2	97.1	10	8.6	22.8	106	11,376	90.8	87.9
	2007	118.2	12,998.4	115.0	97.3	12,633.3	97.2	23	19.5	21.1	108	11,445	91.4	88.0
	2008	120.0	12,806.9	117.2	97.7	12,425.5	97.0	13	10.8	19.1	112	11,408	93.3	89.1
EC-3	2006	574.0	58,891.1	556.5	96.9	56,833.1	96.5	170	29.6	39.4	545	54,808	94.9	93.1
	2007	524.1	59,260.8	508.6	97.0	57,192.3	96.5	198	37.8	38.5	519	55,371	99.0	93.4
	2008	532.3	59,234.7	515.2	96.8	57,106.0	96.4	168	31.6	37.0	505	55,438	94.9	93.6

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percent
African American	22	56.4
Hispanic	15	38.5
White	1	2.6
Other	1	2.6

Gender	Number	Percent
Female	31	79.5
Male	8	20.5

TOTAL	39
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AVERAGE NUMBER OF ABSENCES

2006	8.0
2007	6.2
2008	2.6

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006		100.0	88.6	90.4	*	80.4	81.8		86.5	94.7	90.8	87.7	109
	2007	*	94.7	87.1	88.5	*	84.1	85.7		85.7	91.4	88.6	84.6	114
	2008		90.0	88.5	89.3	*	91.0	86.0		95.2	81.1	88.9	86.2	117

NUMBER TESTED IN GRADE 3													
2006	0	20	88	104	2	46	55	0	52	57	109	11,227	
2007	1	19	93	113	1	69	84	0	56	58	114	10,896	
2008	0	20	96	112	1	67	86	0	63	53	117	10,439	

Shaded cells indicate percentages below 70 percent, the 2009 AEIS reading/ELA minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006		0	10	10	*	9	10		7	3	10	1,380	109
	2007	*	1	12	13	*	11	12		8	5	13	1,675	114
	2008		2	11	12	*	6	12		3	10	13	1,443	117

NUMBER TESTED IN GRADE 3													
2006	0	20	88	104	2	46	55	0	52	57	109	11,227	
2007	1	19	93	113	1	69	84	0	56	58	114	10,896	
2008	0	20	96	112	1	67	86	0	63	53	117	10,439	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2006	83.7	89.3	83.2	86.0
	2007	79.3	84.7	75.6	76.9
	2008	82.3	83.3	85.2	80.9

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006		50.0	28.4	32.7	*	13.0	14.5		25.0	40.4	33.0	28.0	109
	2007	*	36.8	17.2	20.4	*	8.7	10.7		25.0	17.2	21.1	21.3	114
	2008		35.0	27.1	27.7	*	20.9	18.6		28.6	28.3	28.2	21.5	117

NUMBER TESTED IN GRADE 3													
2006	0	20	88	104	2	46	55	0	52	57	109	11,227	
2007	1	19	93	113	1	69	84	0	56	58	114	10,896	
2008	0	20	96	112	1	67	86	0	63	53	117	10,439	

 Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2009.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006		100.0	86.5	88.7	*	76.6	80.0		90.6	87.7	89.1	74.9	110
	2007	*	88.9	86.2	86.7	*	84.1	83.3		80.0	93.2	86.8	70.3	114
	2008	*	78.9	92.5	90.9	*	93.9	90.4		93.5	86.3	90.3	76.6	113

NUMBER TESTED IN GRADE 3													
2006	0	21	89	106	2	47	55	0	53	57	110	11,219	
2007	1	18	94	113	3	69	84	0	55	59	114	11,125	
2008	1	19	93	110	1	66	83	0	62	51	113	10,870	

Cells containing passing percentages below the 2008-09 Adequate Yearly Progress (AYP) mathematics target of 58% are shaded.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006		0	12	12	*	11	11		5	7	12	2,820	110
	2007	*	2	13	15	*	11	14		11	4	15	3,303	114
	2008	*	4	7	10	*	4	8		4	7	11	2,542	113

NUMBER TESTED IN GRADE 3													
2006	0	21	89	106	2	47	55	0	53	57	110	11,219	
2007	1	18	94	113	3	69	84	0	55	59	114	11,125	
2008	1	19	93	110	1	66	83	0	62	51	113	10,870	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2006	90.8	88.3	88.6	87.1	91.8	70.7
	2007	83.7	86.1	83.3	80.0	89.0	69.8
	2008	86.4	90.9	90.6	87.5	89.8	72.1

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
3	2006		57.1	41.6	44.3	*	23.4	25.5		35.8	52.6	44.5	22.3	110
	2007	*	27.8	30.9	30.1	*	17.4	19.0		32.7	28.8	30.7	19.2	114
	2008	*	26.3	50.5	46.4	*	50.0	44.6		54.8	35.3	46.0	26.3	113

NUMBER TESTED IN GRADE 3													
2006	0	21	89	106	2	47	55	0	53	57	110	11,219	
2007	1	18	94	113	3	69	84	0	55	59	114	11,125	
2008	1	19	93	110	1	66	83	0	62	51	113	10,870	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2009.

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the IOWA TESTS OF BASIC SKILLS

Grade	Year	READING TOTAL (**LANGUAGE TOTAL)				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K**	2006	75.0	70.7	72.1	69.9	61
	2007	*	34.1	37.8	46.9	45
	2008	62.5	51.4	53.3	57.6	45
1	2006	67.6	78.9	74.5	54.1	94
	2007	50.0	74.1	63.3	51.4	49
	2008	40.0	65.8	60.4	50.2	48
2	2006	42.6	76.1	56.1	49.2	114
	2007	22.7	65.8	34.8	44.5	135
	2008	37.5	63.3	50.0	50.2	62
1-2	2006	51.4	77.7	64.4	51.4	208
	2007	27.7	69.2	42.4	47.6	184
	2008	38.1	64.7	54.5	50.2	110

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	Dallas ISD	Number Tested (All Students)
K	2006	85.0	60.5	68.3	68.7	63
	2007	32.4	66.0	45.8	44.3	118
	2008	45.3	45.2	45.3	44.9	137
1	2006	89.2	82.5	85.1	60.7	94
	2007	60.9	92.6	78.0	48.8	50
	2008	63.3	72.7	66.7	55.5	123
2	2006	75.0	80.9	77.4	63.1	115
	2007	60.8	74.4	64.7	55.6	136
	2008	74.1	87.5	77.8	57.5	117
K-2	2006	80.8	75.5	77.9	63.9	272
	2007	50.3	75.2	59.5	49.1	304
	2008	60.2	66.9	62.3	52.7	377

Number Tested	2006	125	144	269	27,596	
	2007	123	106	229	24,696	
	2008	50	105	155	21,817	

Number Tested	2006	125	147	272	28,201	
	2007	191	113	304	34,441	
	2008	259	118	377	41,070	

Numbers tested in READING for 2006 and 2007 may not match those reported in campus data packets published in the last two years. Previous totals did not consistently include students in Kindergarten, though documentation included with the reports indicated otherwise.

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K**	2006	*	72.7	73.7	71.2	*	73.7	75.0		67.6	77.8	72.1	69.9	61
	2007		34.8	40.9	34.9		*	*		43.5	31.8	37.8	46.9	45
	2008		55.0	52.0	52.3	*	55.6	62.5		50.0	56.0	53.3	57.6	45
1	2006	*	67.9	76.6	73.6	*	67.6	67.6		73.1	76.2	74.5	54.1	94
	2007		73.7	56.7	60.9	*	36.4	50.0		50.0	76.0	63.3	51.4	49
	2008		57.9	62.1	60.0		37.5	40.0		63.6	57.7	60.4	50.2	48
2	2006		76.9	49.4	55.5	*	40.0	42.6		57.9	54.4	56.1	49.2	114
	2007	*	47.8	31.5	33.6	*	23.7	22.7		24.3	47.5	34.8	44.5	135
	2008		52.4	48.8	48.3	*	43.8	37.5		38.2	64.3	50.0	50.2	62
1-2	2006	*	72.2	60.9	63.7	*	50.0	51.4		65.1	63.6	64.4	51.4	208
	2007	*	59.5	36.9	40.8	*	25.3	27.7		30.6	55.8	42.4	47.6	184
	2008		55.0	54.3	53.3	*	41.7	38.1		48.2	61.1	54.5	50.2	110

Number Tested	2006	2	76	189	260	3	113	125	0	143	126	269	27,596
	2007	1	65	163	217	2	92	123	0	121	108	229	24,696
	2008	0	60	95	149	5	33	50	0	76	79	155	21,817

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K**	2006	*	5	10	13	*	4	4		7	8	15	1,856	61
	2007		2	3	3		*	*		3	2	5	1,245	45
	2008		3	4	6	*	1	1		3	4	7	1,687	45
1	2006	*	12	14	26	*	2	2		12	15	27	1,786	94
	2007		6	6	10	*	1	3		3	9	12	1,458	49
	2008		4	6	9		0	0		5	5	10	1,555	48
2	2006		4	6	9	*	2	2		6	4	10	1,340	114
	2007	*	1	6	6	*	1	1		4	3	7	896	135
	2008		2	6	7	*	1	1		3	5	8	1,065	62
1-2	2006	*	16	20	35	*	4	4		18	19	37	3,126	208
	2007	*	7	12	16	*	2	4		7	12	19	2,355	184
	2008		6	12	16	*	1	1		8	10	18	2,620	110

Number Tested	2006	2	76	189	260	3	113	125	0	143	126	269	27,596
	2007	1	65	163	217	2	92	123	0	121	108	229	24,696
	2008	0	60	95	149	5	33	50	0	76	79	155	21,817

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K	2006	*	60.9	74.4	67.2	*	84.2	85.0		61.8	75.9	68.3	68.7	63
	2007		65.2	41.1	45.6		33.3	32.4		42.4	49.2	45.8	44.3	118
	2008		45.0	45.3	45.5	*	44.4	45.3		42.0	48.5	45.3	44.9	137
1	2006	*	67.9	93.8	86.8	*	94.1	89.2		82.7	88.1	85.1	60.7	94
	2007		73.7	80.6	78.7	*	75.0	60.9		68.0	88.0	78.0	48.8	50
	2008		55.0	68.9	66.4		63.2	63.3		62.3	71.0	66.7	55.5	123
2	2006		63.0	81.6	78.4	*	76.7	75.0		77.6	77.2	77.4	63.1	115
	2007	*	52.2	67.0	65.1	*	64.5	60.8		64.9	64.5	64.7	55.6	136
	2008		66.7	80.2	77.2	*	75.4	74.1		72.9	85.1	77.8	57.5	117
K-2	2006	*	64.1	84.2	78.7	*	83.2	80.8		75.7	80.5	77.9	63.9	272
	2007	*	63.1	58.4	59.7	*	50.9	50.3		57.0	62.3	59.5	49.1	304
	2008		55.7	63.6	62.1	42.9	59.0	60.2		59.0	66.1	62.3	52.7	377

Number Tested	2006	2	78	190	263	3	113	125	0	144	128	272	28,201
	2007	1	65	238	290	4	163	191	0	158	146	304	34,441
	2008	0	61	316	367	7	244	259	0	200	177	377	41,070

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K	2006	*	5	9	12	*	6	6		10	4	14	2,491	63
	2007		9	10	17		3	3		11	8	19	2,583	118
	2008		3	20	22	*	16	16		9	14	23	2,788	137
1	2006	*	8	28	35	*	14	12		21	15	36	2,111	94
	2007		9	15	22	*	6	10		11	13	24	1,769	50
	2008		6	23	27		10	11		17	12	29	2,800	123
2	2006		6	32	36	*	22	24		25	13	38	2,575	115
	2007	*	5	29	34	*	17	19		21	13	34	2,098	136
	2008		6	39	43	*	28	31		23	22	45	2,912	117
K-2	2006	*	19	69	83	*	42	42		56	32	88	7,177	272
	2007	*	23	54	73	*	26	32		43	34	77	6,450	304
	2008		15	82	92	1	54	58		49	48	97	8,500	377

Number Tested	2006	2	78	190	263	3	113	125	0	144	128	272	28,201
	2007	1	65	238	290	4	163	191	0	158	146	304	34,441
	2008	0	61	316	367	7	244	259	0	200	177	377	41,070

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K	2006			82.4	82.4		81.6	81.3		74.1	91.7	82.4	85.2	51
	2007			68.9	69.4		67.1	67.2		62.2	75.7	68.9	84.7	74
	2008			91.3	91.1	*	91.1	94.3		91.8	90.7	91.3	87.0	92
1	2006			81.6	84.8	*	85.1	84.8		78.8	87.5	81.6	82.5	49
	2007			89.7	89.7		88.7	92.2		87.9	92.0	89.7	84.5	58
	2008			93.3	93.2		92.8	94.2		94.7	91.9	93.3	88.0	75
2	2006			90.6	90.6		90.6	90.6		84.2	100.0	90.6	87.2	32
	2007												89.9	0
	2008			92.6	92.5		92.3	92.3		91.4	94.7	92.6	93.4	54
K-2	2006			84.1	85.3	*	85.2	84.9		78.5	92.5	84.1	84.6	132
	2007			78.0	78.5		76.4	78.0		74.3	82.3	78.0	85.6	132
	2008			92.3	92.2	*	91.9	93.8		92.6	91.9	92.3	89.3	221

Number Tested	2006	0	0	132	129	1	128	126	0	79	53	132	10,804
	2007	0	0	132	130	0	123	118	0	70	62	132	14,889
	2008	0	0	221	217	1	211	208	0	122	99	221	18,257

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	Dallas ISD	Number Tested (All Students)
K	2006			16	16		15	14		7	9	16	2,064	51
	2007			24	23		20	19		11	13	24	2,779	74
	2008			45	43	*	43	43		20	25	45	3,280	92
1	2006			20	19	*	20	19		14	6	20	1,391	49
	2007			18	18		17	17		10	8	18	1,782	58
	2008			21	21		18	18		9	12	21	2,412	75
2	2006			11	11		11	11		6	5	11	838	32
	2007												1,196	0
	2008			24	23		23	23		15	9	24	2,596	54
K-2	2006			47	46	*	46	44		27	20	47	4,293	132
	2007			42	41		37	36		21	21	42	5,757	132
	2008			90	87	*	84	84		44	46	90	8,288	221

Number Tested	2006	0	0	132	129	1	128	126	0	79	53	132	10,804
	2007	0	0	132	130	0	123	118	0	70	62	132	14,889
	2008	0	0	221	217	1	211	208	0	122	99	221	18,257

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2007		Level 2 in 2007		Level 3 in 2007		Levels 1-3 in 2007	
	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008	Number Tested Both Years	Percentage Improved in 2008
2	0	-	2	100.0	1	100.0	3	100.0
3	1	100.0	2	100.0	17	17.6	20	30.0
ALL	1	100.0	4	100.0	18	22.2	23	39.1